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### Editorial

Welcome to the August 2009 issue of our journal. As usual, we have a good combination of coaching and mentoring papers from across the globe, including two from Norway and three from Australia, plus an interesting mix of qualitative and quantitative research approaches. The subject areas are varied and include coaching supervision; an exploration of the learning that occurs in coaching; the effects of a coaching programme on performance; mentoring for junior netball players; metaphors that are used to describe the mentoring function and the benefits of mentoring for female leaders.

The first paper, introduces a case study of a group supervision framework for coaches which is being used in Australia. Hilary Armstrong and Mandy Geddes developed the framework using an action research process and they now present a case study that includes the observation of the supervision groups in action, reflections from supervisors and interviews with supervisees.

Our second paper is also from Australia. Kerry Griffiths and Marilyn Campbell from Queensland University of Technology, report on a grounded theory study that examines the process of learning in coaching. In their findings they describe coaching as a process of discovering, applying and integrating new knowledge.

The third of our coaching papers, by Frode Moen and Einar Skaalvik, presents quantitative research undertaken at the Norwegian University of Science and Technology in Trondheim, into the effect of executive coaching on performance psychology variables, such as self-efficacy, goal setting and self determination. The study points to evidence that external executive coaching is effective, but that the internal coaching that forms part of coaching based leadership may be less effective in some aspects. Areas for further research are suggested.

In paper four, Tracey Devonport and Andrew Lane, from the University of Wolverhampton in UK, use qualitative research approaches to explore the use of mentors in the facilitation of an intervention designed to enhance the coping skills of junior netball players. The intervention used Kram's (1983) phases of the mentoring relationship in order to guide a process of support for the young mentees. Results have identified several factors that help or hinder mentoring during those phases.

Paper five from Lesley Scanlon at the University of Sydney, also uses a qualitative approach. In this study, the author develops a mentor typology constructed from the metaphors that student mentors used to describe their experiences of mentoring with first year university students. It is concluded that the typology identified is a useful addition to our understanding of the mentor experience.

The final paper in this issue is also from researchers in Norway. Rune Høigaard and Petter Mathisen from the University of Agder report on a study that uses a quantitative approach to try to gauge the benefits of formal mentoring for female leaders. Results suggest increased job satisfaction, career planning and leadership behaviours as a result of mentoring.

In this issue we also have reviews of five recent coaching and/or mentoring publications. The first of the reviews is by Gunnela Westlander, who provides a critical analysis of two texts: *The Handbook of Mentoring at Work. Theory, Research and Practice* by Rose Ragins & Kathy E. Kram and *Coaching and Mentoring. Theory and Practice* by Bob Garvey, Paul Stokes and David Megginson. The next review is by Linda Neal who examines *Coaching Educational Leadership: Building Leadership Capacity through Partnership*, written by Jan Robertson. Our third reviewer is Ian Wycherley who provides an evaluation of *Average to A+: Realising Strengths in Yourself and Others* by Alex Linley, and finally Yossi Ives offers his thoughts on *Coaching Plain and Simple: Solution-Focused Brief Coaching Essentials* by Peter Szabo, Daniel Meier and Kirsten Dierolf.

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#### References

Kram, K. E. (1983). Phases of the mentoring relationship. *Academy of Management Journal*, 26, 608-625.